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ABSTRACT

"Exploring Likenesses and Differences with Film" is an eleven week social studies unit designed for fourth or fifth grade classes. The object of the unit is to explore similarities and differences among people the world over, and among the various ethnic groups and nationalities found in Canada in particular. This guide lists the films that are to be shown each week as part of the unit and gives guidelines for class discussions and activities relating to the films' themes. Among the ethnic groups dealt with in the films suggested for use are English Canadians; American Indians and Eskimos; Ukrainian, Italian, and Polish Canadians; and Chinese, Japanese, and East Indians. Also suggested are films and discussion on handicapped persons. (Author/GC)

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EXPLORING LIKENESSES AND DIFFERENCES WITH FILM

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UD 012 175

Bette Hood

Introduction

Exploring Likenesses and Differences with films is an eleven-week Social Studies Unit beamed to ten year old Elementary School classes. The object is to introduce a practical program which will explore likenesses and differences to be found in all people in general and the varied ethnic groups and nationalities of Canadian people in particular. The present B.C. Social Studies Curriculum states that Social Studies should place "special emphasis upon extending sensitivity to cultural similarities and differences and upon realizing the dignity of all people."

I have been, with other parents and teachers, aware of the emerging increased concern about prejudice, its origin and nature, and what could be done in the context of our schools. I was convinced that the most effective work could be done in the lower grades. Rather than having teachers trying to counter and reverse acquired negative attitudes in older pupils, it was my contention that it would be preferable to work on inculcating positive attitudes in the early and more formative years.

While we talk about dignity of **all** *people there has been a serious lack of information and need for new teaching materials. Many ethnic minorities have been totally omitted in our text books. Those that have not been omitted are approached with the dominant Anglo-Saxon majority viewpoint in the texts. It was about time we heard the voices of these silent minorities. Upon investigating, I found the National Film Board has an increasing number of multicultural films. Many are produced or edited by the indigenous or immigrant people talking about the experiences and lives here as minority Canadians. These are the films that have been chosen for this program.*

The program is just completing its second year in the North Vancouver Elementary Schools. It has had an enthusiastic response from teachers and pupils. During the past year an evaluation was done by a research team. The results were very positive and encouraging.

This resource book for teachers has been put together to assist other teachers or school boards who would be interested in running such a program in their area. Two films are screened each week in a lesson of approximately an hour and a quarter. They are the jumping off part and the dialogue that follows between the children and the teacher is the most important part of the course Different view points are encouraged, often debated and in quite a few situations left open ended. Basically, we want to open out closed minds, develop sensitivity to others and gain facts to be judged by the excellent sense of fair play most children seem to have. Other follow up activities are suggested in the outline.

Many children at the beginning of the eleven weeks are a little puzzled and shy to discuss their own and other peoples' ethnic background. However we have found that a gradual improvement of attitute occurs as the program progresses. With encouragement the children begin to feel secure and proud of their ethnic differences. Also it is very important to always emphasize our likenesses as well. These of course are our needs and feelings that are discovered "under the skin". By the end of the course many children are asking when we will have a Fijian-Canadian program, or a German-Canadian program. They all wish to be represented. It is my hope that we may in the future work towards a Grade 6 program as well.

In the meantime I am happy to be happy to share my experiences with you in this interesting field of work. Feel free to adapt your program to suit your school and its program. I would be pleased to hear from you at any time *c/o Curriculum Service Centre, School District #44, 135 West 12th Street, North Vancouver, B.C. V7M 1N2*

Bette Hood
March 1979

EXPLORING LIKENESSES AND DIFFERENCES WITH FILMS

	Film List	Activities	Extra Related Films
Week 1 English Canadian	Oddball – 6 min. Beautiful Lennard Island – 23 min. *This is a Photograph – 11 min.	Introduce film review sheet	The Family That Dwelt Apart (8) The Stowaway (14) Children of Fogo Island (17) Adventures in Newfoundland(16)
Week 2 Inuit (Eskimos)	Pictures Out of My Life – 14 min. Eskimo Artist Kenojuak – 20 min. *The Owl and the Lemming – 6 min.	With felt pens make an Inuit nature design	The Owl and the Raven (7) Iumaaq : An Eskimo Legend (8)
Week 3 North American Indians	Charley Squash Goes to Town – 5 min. Kevin Alec – 17 minutes *The Loon's Necklace —11 min.	Teach Buffy Sainte-Marie's song **Welcome, Welcome Emigrante**	Who Were the Ones (8) People Might Laught at Us (10) High Steel (14)
Week 4 Peace and Brotherhood	Tchou Tchou – 14 min. Balablok – 8 min. *Neighbours – 9 min.	Design your own Peace and Brotherhood Poster	The Hoarder (8) Valley of the Moon (5)
Week 5 Ukrainian Canadian	Kurelek – 11 min. Pysanka – 15 min. *Matrioska – 5 min.	Using bright colours design your own pysanka egg	In Praise of Hands (27)
Week 6 Polish Canadian	Kaszuby – (28 min.) 12 mins? Veronica – 14 min. *The Hoarder – (8)	Draw your picture of your own family tree or roots	Canadians Can Dance (22)

*Films marked with * are extra films in case of emergency.

ACKNOWLEDGEMENTS

I wish to thank the following people for their encouragement, support, patience and ideas in helping to make this project possible. Because of this support I hope the ideas outlined in the handbook will spread to many classrooms and homes across this country.

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Sudha Rajan - student at North Vancouver High School
Chief Dan George - for the use of his "Lament for Confederation"

The entire staff of the North Vancouver Curriculum Centre, School District #44, North Vancouver.

All the generous grade five teachers in North Vancouver who shared their classroom pupils and time with me for the last two years.

EXPLORING LIKENESSES AND DIFFERENCES WITH FILM

	Film List	Activities	Extra Related Films
Week 7 Italian Canadians	The Visit – (28 min.) – 15 mins? My Friends Call Me Tony – 12 min. *Just One of the Boys – 15 min.	Role play a visit to an Italian home	Legault's Place (10)
Week 8 Chinese Canadians	My Name is Susan Yee – 13 min. Home Free – 20 min. *Families Alike and Different – 15 min.	Chinese caligraphy	Cold Pizza (18) First Face (7) Summer's Nearly Over (28)
Week 9 Japanese Canadians	Images of the First 100 Years – 10 min. The Fairness Game – 11 min. *Origami – 8 min.	Make a simple bird or figure	Story of Taro (20)
Week 10 East Indian Canadians	Radha's Day – 17 min. Gurdeep Singh Bains - 13 min. *How Death Came to Earth – 15 min.	East Indian visitor or bring turban, sari, etc.	Juggernauht (27)
Week 11 Handicapped Canadians	Under the Rainbow – 11 min. I'll Find a Way – 23 min. *Little Men of Chromagnon – 7 min.	Sing Buffy Sainte-Marie's songs **The Seeds of Brotherhood** and **Emigrante**	He's Not the Walking Kind (28)

Lesson No. 1A – Oddball (6 mins). A simple animated story that teaches us a profound truth. We too often judge by the superficial impression without looking for the deeper, more hidden human values.

Suggested Teaching Aids

A folder or Duotang looseleaf to hold the pupil's 12 film review sheets.

Some children find it difficult to assess how the film makes them feel. A list of suggested words helps a lot. e.g.

interested	happy	excited
curious	amused	ashamed
puzzled	pleasant	angry
confused	calm	sad
nervous	joyful	disgusted
disappointed	painful	nervous
blue	bored	delighted
undecided	proud	guilty

Before Screening Film

Discuss the differences between animated and realistic films. Explain that music rather than words are used and they must puzzle out the important message of the artist.

This film will teach us a very important lesson of how to explore people.

After Screening Film

Some of these questions will aid the pupil's to seek out the artist's message:

1. How would you describe the character, likes and dislikes of the pipe-cleaner boy?
2. How would you describe the little Oddball's ways?
3. How did the pipe cleaner boy change some of his ideas and ways after his fall?
4. What is the most important part of a person, his outer body or his inner personality?
5. Have you ever had an experience of finding true warmth and friendship with someone who at first seemed odd and different?
6. Do you know some well known sayings that teach the same message as our film?

   e.g. You can't judge a book by it's cover.
   All that glitters is not gold.
   Still waters run deep.
   Slow and steady wins the race.

Related Activity

The final ten minutes should be spent in showing the class how to fill in a review sheet. The word chart may help. Later they should be able to fill in these sheets on their own – expressing their own feeling freely.

NOTES: 11

Lesson No. 1B – Beautiful Lennard Island. Steven Holland and his brother David live in a lighthouse off Vancouver Island. He takes us with him on a tour of his unique home and shares his feelings about living apart from other families.

Suggested Teaching Aids

Canadian Childrens Magazine:
#11 Lighthouse Living – Pages 30-31

Our realistic films are going to deal with some of the 23 million Canadians who make up our Canadian society. In many ways we are alike and in many ways we are totally different. First let us see how many ways you can think that we are alike? How many ways are we different?

The first family we are going to be introduced to is an English Canadian Family who live near Long Beach on Vancouver Island. Their lives are quite different from ours.

After Screening the Films

We have seen Steven and David getting the mail, exploring the forest, playing on the beach, investigating tidal pools, using a ship-to-shore radio, building forts, bringing in the groceries, doing school lessons and playing cricket.

Which of these activities interest you the most? Why?

How can you tell the parents have come from England?

Have you ever lived apart from other people with your family? What did you miss? What did you enjoy most?

What is the difference between being alone and being lonely?

Suggested Activities

Look at the different lighthouses in the magazine. Draw one or two small sketches of your favorite ones.

The Holland boys know all about their father's job. Interview your father and make a report of the details of his job.

NOTES:

Lesson No. 2 A – Pictures Out of My Life. Eskimo artist Pitseolak vividly illustrates her memories of Inuit life before the coming of the white man. The extreme harshness of life, the birds, animals and spirits, figures largely in the lives of these northern neighbours.

Related Activity

Show some of Kurelek's pictures and write some eskimo words on the board.

- eskimo – (an Indian word) people who eat raw meat
- Inuit – the people
- kadluna – white man
- inukshuk – cairn marker
- umiak – large seal skin boat
- kayak – small seal skin boat
- shaman – magic powers
- igloo – any Inuit house
- flensing – skinning animals

Before Screening Film:

Read Kiakshuk's poem:

The Earth and the People

The earth was here before the people.
The very first people came out of the ground.
Everything came from the ground, even caribou.
Children once grew out of the ground just as flowers do.
Women out wandering found them sprawling on the grass,
And took them home and nursed them.
That way people multiplied.
This land of ours has become habitable because we came here and learned how to hunt.
Even so, up here where we live, life is one continuous fight for food
And for clothing
And a struggle against bad hunting and snow storms and sickness.
But we know our land is not the whole world.

Kiakshuk

Suggested Teaching Aides:

Canadian Children's Magazine #7
Pages 20 – 27

Pitseolak: Pictures Out of My Life, Dorothy Eber (ed) Oxford University Press, Montreal, 1976

The Last of the Arctic, Wm. Kurelek McGraw Hill Ryerson, Toronto, Vancouver, etc., 1976

People From Our Side, Peter Pitseolak Hurtig Publishers, Edmonton, 1975

NOTES:

Lesson No. 2 B – Eskimo Artist Kenojuak. Beautiful art prints are created by Kenojuak and her husband at Cape Dorset. Set in the present day,the strange world of the Arctic sky, twilight and snow with shadows. Her words add further meaning.

Before Screening the Film:

- When we watch both Kenojuak and Iola, how would you describe their characters?
- Lester Pearson gave some very wise advice when he spoke about enriching each other's lives.

He said, "We are now moving into an age when different civilizations will have to live side by side in peaceful interchange; learning each other's ways, studying each other's history, ideals, art and culture; mutually enriching each other's lives."
L.B. Pearson

- Let us find all the examples shown in this film of Inuit and Kadluna mutually enriching each other's lives.
- Read Peter Pitseolak's feelings about whether the white man has bettered Inuit lives.
(Page 35, "People From Our Side")

NOTES:

Suggested Teaching Aids:

- Eskimo calendars, prints, carvings, stamps, seal skin, etc.

Related Activity

With bright crayons or felt pens draw an Inuit print relating to nature, animals, birds or Arctic life.

Lesson No. 3 A – Charley Squash Goes to Town. Duke Redbird, Indian poet, gently resists the idea that Indians must follow even well meaning advice of whites or Indians in order to become exactly like everyone else.

Suggested Teaching Aids

Canadian Culture Series #2
When Strangers Meet – a source book for the study of a meeting between two cultures.

A chart using excerpts from Chief Dan George's **Lament for Confederation,** July 1, 1967.

"In the long hundred years since the white man came I have seen my freedom disappear like the salmon going mysteriously out to sea...When I fought to protect my land and my home, I was called a savage...When I no longer welcomed his way of life I was called lazy...When I tried to rule my people I was stripped of my authority...I must forget what's past and gone...I shall grab the instruments of the white man's success, his education and his skills...and build my race into the proudest segment of your society... So shall we shatter the barriers of our isolation. So shall the next hundred years be the greatest in the proud history of our tribes and nations."

Chief Dan George.

NOTES:

Before Screening Film

Read the chart with the class and draw attention to the change of mood at the end of the speech.

Do you think the words are justified? Do you think they should have been called lazy? How do his words make you feel?

After Screening Film

Discuss with class the three ways Charley tried to solve his problems in the outside world:

- as a "white" Indian
- as a protesting Indian
- as an independent business man

Why is it important for us to know and understand the mistakes we made in the first 100 years?

Lesson 3 B – Kevin Alec. Eleven year old Kevin Alec lives with his extended family on an Indian reservation near Lillooet, B.C. life is full of interesting activities as he learns to skin and tan hides, horseback ride, go fishing and play.

Suggested Teaching Aids

If possible bring some samples of Indian artifacts – rawhide, baskets, carvings, arrow heads, beadwork etc.

If possible bring a copy of Buffy Sainte-Marie's record put out by Vanguard: VSD 334 entitled **The Best of Buffy Sainte-Marie Vol. II.** Make a song sheet for each pupil using her two songs: **The Seeds of Brotherhood** #5 – VSD – 34 – Side Two and **Welcome Welcome Emigrante** #4 – VSD – 34 – Side One.

NOTES:

Before Screening the Film

Ask the children to list as many Indian Reservations that they know close to where they live.

Show the children on the map where the Fountain Indian Reserve is in B.C.

After Screening the Film

What is an extended family? How does it differ from your family?

The word "close" is sometimes used to describe a family. Would you describe the Alec family as a close family? What examples of closeness did you notice?

What new experiences would you enjoy if you went to live with Kevin? What would he enjoy if he came to visit you?

Related Activities

Teach the children Buffy Sainte-Marie's song **Welcome, Welcome Emigrante**

Pass around the Indian artifacts and discuss with children.

Lesson No. 4 A – Tchou Tchou. A delightful animated film that is built around a fantasy town. Life flows along happily until a destructive bully appears and reappears, forcing the children to work hard to find a way to solve their problem.

Suggested Teaching Aids

One World Why Care

To see the earth as it truly is –
Small and blue and beautiful
Is to see ourselves as riders on
the earth
Together, brothers on that bright loveliness,
Brothers, who know now they are truly brothers.

Archibald McLeish

Before Screening Film

Discuss poem and why we must see ourselves truly as brothers.

What makes it so important that we get along together?

What makes some people happy and loving and others angry and quarrelsome?

NOTES:

After the Film

What were the four different ways the children tried to solve the problem of the troublesome bully?

Building a fortress, and then fighting back didn't solve their problems. Why were making signs and eventually making the dragon into a friend, a wiser way to solve the problem?

We've all had to solve the problem of other people who spoil our fun. Is it an easy problem to solve? What ways have you found successful? What ways seem unsuccessful? Is it better to use your fists or your brain?

If you try to be a peacemaker and it just doesn't work, what is the best alternative?

Do you have to like everyone that you meet? Is it true to suggest that even if you can't get along with everyone, you should not hassle them?

Lesson No. 4 B – Balablok. Another brilliant animated film. Why the little characters fight and what happens during and after the war is a serious commentary on man's propensity to resort to violence rather than reason.

Suggested Teaching Aids

Collect as many posters as possible representing themes of Peace and Brotherhood.

Alternately, list on the blackboard as many ways you can think of that people try to urge others to make our world a better place to live in. e.g.:

- making posters
- composing songs
- bumper stickers
- wearing badges or buttons
- publishing slogans
- public meetings and demonstrations

Make a list of the symbols that are well known:

Christianity – the fish
– the dove of peace

Gerald Holtoms Nuclear disarmament symbol

Olympic atheletes symbol for peaceful competition

Clasped hands of differing races of the world

Habitat symbol for shelter for all people

Before the Film

Discuss the symbols and struggles of people to try to rid our world of wars and violence.

After the Film

Neither the block men or the ball men explored each other carefully. What did they each think the other one was?

As the war went on, both the blocks and the balls changed shapes. Can you think what the artist is trying to say to us?

When the little pyramid or triangle man suddenly appears, what concluding message is he giving us?

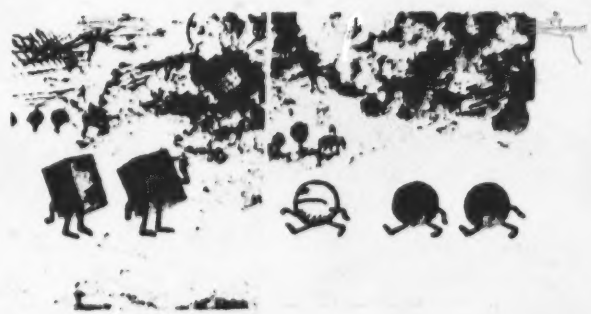
Related Activity

Record and sing along with the second song on the peace and brotherhood song sheet by Buffy Sainte-Marie:
"The Seeds of Brotherhood"

Have the children make their own poster with a peace and brotherhood message.

OR

Let those who want to,try to write a poem on the same theme.



NOTES:

Lesson No. 5 A – Kurelek. Ukrainian author and artist Wm. Kurelek has made this film to honour his father. A quiet and engrossing story of his trip to Canada, his struggles and successes as an immigrant prairie farmer during the depression and wartime years.

Suggested Teaching Aids

Canadian Culture Series #3
Canadian Children's Magazine #9
pages 20 – 25
Canadian Children's Magazine #4
pages 4 – 5, Pysanka
Canadian Children's Magazine #6
pages 30 – 31

Make a chart or write on the board this English translation of a Ukrainian folk song:

"Go to Canada, don't put it off,
Although you'll suffer for a year or two;
But later you and your children
Will all be living the life of a lord.
Here everyone is equal,
At home or in the lawcourt,
Everyone is a 'sir'
And 160 acres of land is owned
By every Harry, Panko, or Ivan.
Work where you want, mow where you can,
Cut the forest where you wish;
Work for yourself not parasites,
And pay only five dollars tax.
Here everyone pays five dollars,
Be he a Ruthanian, Pole or Englishman,
After you've finished two days on public work
You've got peace for a whole year."

Before Screening Film

Using a map, trace the trip from the Ukraine, through Hamburg to the Canadian prairies.

Show children the pictures in Magazine #6 of **Sod Houses** (page 30 – 31).

Discuss poem.

NOTES:

After Screening Film

William Kurelek's father came to Canada to live with a special family. Why did he have to stay two years?

Have you ever been to a Ukrainian wedding? How does it differ from our weddings?

What were some of the hardships on the prairies? Do they still have plagues of grasshoppers and droughts?

Why did many farmers become rich during World War II?

Why was Kurelek's father depressed after he sold the farm?

What do your grandparents do when they retire?

Lesson No. 5 B – Pysanka. Luba Perchyshyn, a talented craftswoman, demonstrates the ancient art of pysanka – decorated eggs – made famous by the Ukrainian people.

Suggested Teaching Aids

Canadian Children's Magazine #4
Pages 4 and 5

Samples of eggs, embroidery, wood carving, etc.

A rooster or chicken means may your wishes come true

A deer or horse means good health.

A ram or lion means strength.

A rake means prosperity.

Before Screening Film

Refer the children to the varied culture of the Ukrainian men and women – dancing, 32 letter alphabet, costumes, art, religion, literature, music, wood carving, weaving, embroidery, cooking (pages 20 – 25 C.C.M. #9)

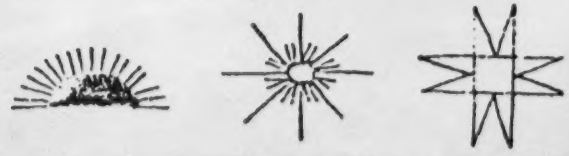
Explain the difference between pagan ritual and Christian religion. Introduce the word pysanka, explain the messages sent in the exchanging of eggs.

Yellow is a spiritual colour.	Blue means good health.
Orange means attraction.	Green means money.
Pink means success.	Brown means happiness.
Red is for love.	Black is for remembrance.

Shapes

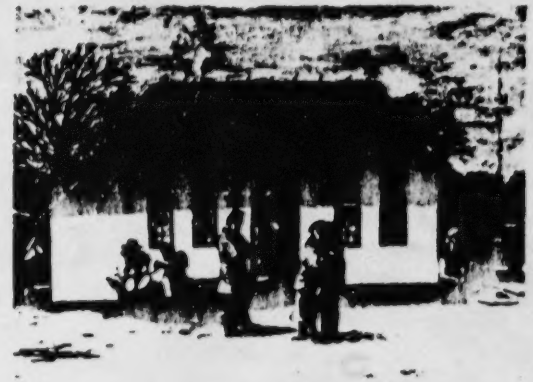
Flowers mean good will and caring.

A star or sun means good fortune.



Related Activity:

Have the children draw and design their own pysanky in the Ukrainian style. Use bright coloured felt pens or crayons, using a different colour for each shape added.



NOTES:

Lesson 6 A – Kaszuby. The viewers are introduced to a Polish-Canadian community in Barry's Bay, Ontario

This is rather a long, and in some parts a boring film for ten year olds. I would recommend that you only screen the first fifteen minutes of it – cutting it off at the campfire scene where the young campers are singing their Polish songs.

Suggested Teaching Aids

Make a list on the board or a chart of the Polish names, e.g.:

Martin Rikowski
Janish Jurekowski
Andrew Dialowski
Ambrose Dombrowski
Smealowski
Schepkowski
Veronica Marakewicz
Father Kozakewicz
Helen Sharko
Cathy Pechurko

NOTES:

Before Screening Film

A very short introduction drawing attention to the different type of farming done by the peasant Polish in comparison with the large grain farms of the Ukrainian immigrants.

After Screening Film

Do you know what the word integration means? What was the teacher telling us about the difference between Canadian and American integration. Which did he prefer? Why?

When we look at Polish names we see many are difficult for us to pronounce. Many have a similar ending. Do we have many names with similar endings – or beginnings?

Why do some immigrants change their names? Why did they call the young Polish boys who flew the kites "The Flying Irish Boys"?

Why do you think the Polish people were so interested in planes? Have you ever seen a picture of the Arrow?

Lesson 6 B – Veronica. Veronica Makarewicz lives a very busy life in and around Queen Street in Toronto. Like many immigrant families she enjoys two cultures, keeping herself busy with her Polish and Canadian activities.

Before Screening Film

We are going to see some Polish people who live in the busy city of Toronto. Veronica lives on Queen Street – a busy section. Have any of you ever lived in the heart of a big city? Do you know what we mean by a family business? Tell the class about a family business you have helped with.

After Screening the Film

Many people today are interested in their family roots (cultural background). One could say that if you have parents who have grown up in another culture your family will likely have two sets of roots.

NOTES:

Veronica's family have Polish and Canadian roots. We could illustrate Veronica and her Mother's roots in a simple little picture like this:

When we look at Mrs. Makarewicz's roots we see the stronger roots are her Polish roots. Why would they be stronger? Veronica's strong roots are the opposite. Why?

How many children in this class have parents with two sets of roots? Have any three sets of roots?

How many have parents who can speak two languages?

How many of you can speak more than English?

If you have the chance, why is it a good idea to learn to speak different languages? Have you visited your parent's country?

One pupil in a class wrote that he had learned that "Polack" jokes were stupid. Have you heard of these types of jokes about ethnic and other peoples? What do these kind of jokes tell us about the people who say them?

Related Activity

Draw a picture of your own family tree, or family roots. You may have to ask your parents help. Could you make a classroom tree?

Lesson 7 A – The Visit. Francisco Iamundo has been in Canada for 13 years. He decides to take a visit to his home in Italy. The purpose of his visit is to decide where he wants to make his permanent home – sunny Italy of his childhood or in Toronto as an established baker.

The Visit is a very long film. The teacher would be wise to screen the film first and cut if off part way according to the class attention span. Some classes enjoy the whole 27 minutes.

Suggested Teaching Aids

Canadian Culture Series #6 – Italians in Canada
Map of Europe

Before Screening Film

Using the map, point out the location of Italy on the map as well as southern Calabria.

In the early years Italians first immigrated to the U.S.A. and South America. More recently they have been immigrating to Canada.

Surprisingly, while most immigrants were originally farmers in Italy, most of them settled in Canadian cities where they felt there were more opportunities.

NOTES:

After Screening the Film

What does the very large group at Frankys' departure and arrival tell you about most Italian families?

We saw a family party in Toronto and one in Calabria. What differences did you notice?

Franky went off travelling to the ancient and famous parts of Italy. Why had he never gone before?

Did Franky like the changes he saw in his home town?

What do you believe was his chief reason for making the decision he did?

Lesson No. 7 B – My Friends Call Me Tony. Tony Rossi, is a ten year old boy who can barely distinguish light from shadow. Nevertheless he shows us how a blind boy can live a busy and active life.

Suggested Teaching Aids:

Canadian Children's Magazine #7
"Lamps Without Lights"
Pages 16 – 18

If possible collect some Braille equipment from C.N.I.B. in your town.

Make a short chart (or read to children) about Teresa.

"When Teresa was born she had to spend the first 85 days of her life in an incubator. It was here that she was accidentally given an overdose of oxygen that made her go blind. It's tough to be blind. You learn to rely on good memory, touch and hearing.

But blind people are no different from sighted children. Like all of us they are individuals. They can be whizzes in school or just plain not interested; athletic or not too gifted in that way; social and outgoing or shy and stay-at-home."

Meguido Zola

NOTES:

After Screening Film:

- Both Tony and Teresa and many other blind children have to work hard learning to feed themselves, move around the streets and find games and toys they can enjoy. What extra helpers do blind people use? (Canes, dogs, special toys) Which ones have you noticed?
- Many famous musicians are blind. Why do you think that is so?
- Have you ever heard of Louis Braille? What did he invent?
- Have you ever heard about the Optacon or the Spellex? Ask your teacher to read a bit to you about these new inventions. (Page 18 – "Lamps Without Lights")

Suggested Activities

Have the class divide into two groups and role play a successful visit to supper by one group. An unsuccessful visit by another. (The parents cannot speak English, only the young children can)

OR

Blindfold two members of the class. Put them on opposite sides of the classroom and have them see if they can find the teacher's desk, sharpen their pencils and get a book from the cupboard.

Lesson No. 8 A – My Name is Susan Yee. Susan Yee, a Canadian born Chinese girl, lives in the heart of Montreal in a rapidly declining Chinatown area. Despite the worries, her school and daily life proves busy and interesting.

Suggested Teaching Aids

Canadian Culture Series #5
The Chinese in Canada

Canadian Children's Magazine #2
Pages 34 – 37

Map of the World

Before Screening Film

Discuss the remarkable contribution of the Chinese workers on the tunnels and trestles of the C.P.R. (page 32, CCS #5); the mining done on Vancouver Island, etc.

The final growth of Chinatown in Vancouver (2nd largest to San Francisco Chinatown today). The development of family businesses – farmers, launderers, and corner grocers.

The three major inequities suffered by the Chinese and the other Asian immigrants:

(1) half the wages of the white workers.
(2) only men and boys accepted – no families accepted for many years.
(3) excluded from citizenship and the right to vote for 91 years – 1858 – 1949.

After Screening the Film

In some ways Susan Yee lives a similar life to Veronica. Discuss those similarities.

How has Susan's life changed in the last few years? Why are her parents worried?

Does Susan live in an extended family situation like Kevin Alec? How is it different?

How many of you are lucky enough to live like Susan, close to a park, or a beach or forest or ski run?

In what way does the location of your homes change your lives?

How many languages does Susan speak?

NOTES:

Lesson No. 8B- Home Free. Cathy, a young American girl, has moved with her family from the country to the busy San Francisco Chinatown area. Learning to adjust to so many differences isn't easy. This film deals with sensitive feelings and surprising new discoveries.

Before Screening Film

Introduce it from the descriptive outline of the film above.

Zerox a copy of Chinese Caligraphy for each pupil.

NOTES:

After Screening Film

If you have ever moved into a new neighbourhood or school, how did you feel the first few days?

How did you feel after a month had gone by?

Which people in the film seemed sensitive to Cathy's feelings? Which ones helped her the most? Which ones helped her the least?

Is teasing a good thing or a bad thing? When is it O.K.? When is it unwise or foolish?

Why was it so much harder for Cathy to make friends with the grandmother? In the end how did the grandmother manage to become Cathy's friend too?

How many of you would like to live as Cathy does, learning about another culture?

Follow-up Activities

Try copying Chinese script from Pages 44 and 45 of the Canadian Culture Series #5

OR

Tell the class about any interesting Chinese food that you may have eaten. Possibly you could make a list of dishes with all the students.

Lesson 9 A – Images of the First 100 Years. Originally a sensitive slide presentation put together by a group of third generation Japanese young people for the centennial celebrations of the Japanese in Canada. It is now being made into a N.F.B. Film to be released in the near future.

Suggested Teaching Aids

Map of B.C.

A Child in Prison Camp
Takashima, Tundra Books 1971
Vancouver Sun Weekend Magazine
A Pictorial History of the Japanese In Canada – September 3, 1977
Vancouver Province – The Canadian
Prisoners of Prejudice (Barry Broadfoot's Book – Years of Sorrow, Years of Shame) (excerpts) October 1, 1977
The Exodus of the Japanese – Janice Patton, McLelland & Stewart 1973

Before Screening the Film

Make two charts, excerpts from ***Prisoners of Prejudice*** *– B. Broadfoot e.g.: "Early Discrimination*

When we were kids some restaurants we couldn't get into. The man at the soup pots wave a spoon at us and yelled 'Stay out of here you Japs!'

Some of the theatres downtown made you sit up in the heavens, up in the back gallery or on the sides.

There was a covered pool on English Bay but we Japanese kids were not allowed to swim there. But we got to know the old guy in charge and he'd sneak us in early in the morning before the while people came."

"1941 Internment

The war started on Dec. 7, 1941. That night Mr. Kajero, Mr. Nakano and Mr. Mineoko were taken away like prisoners of war. Mr. Kajero was our school principal. Mr. Mineoko was the manager of Kumiai and Mr. Nakano was a barber. He didn't do anything in particular. I wonder how such people could possibly look suspicious to the Mounties. The school teacher was sent to the Immigration Building and then to something like a prisoner of war camp".

Barry Broadfoot

After Screening the Film

Identify Powell Street (Little Tokyo), Steveston, the terms Issei, Nisei, Sansei, Yonsei.

Were the German Canadians and Italian Canadians also declared Enemy Aliens and sent away to Internment Camps?

Nineteen years after the Japanese were released from their four years' incarceration the Canadian Prime Minister said:

"The action of the Canadian Government of the day – though taken under the strains and fears and pressures and irrationalities of war – was a black mark against Canada's traditional fairness and devotion to the principles of human rights. We have no reason to be proud of this episode, nor are we..."

Read this statement with the class and discuss it.

What are your feelings about the new centre Tonari Gumi (Friendly Neighbours) being set up in the Powell Street area?

Many Japanese Canadians torn away from a feeling of community lost pride in their roots. Do you think change is taking place?

Lesson 9 B – The Fairness Game. This film is, as the title implies, – a game. It is an excellent introduction to young people in reasoning out the complexities of fair and unfair situations. Teachers and kids enjoy it.

No Teaching Aids Required

Before Screening Film

We have just explored the unhappiness and hardships the Japanese people suffered because they were treated unfairly. Learning to judge fair play is one of the most important lessons we should learn in life. Here is a film to test your ability to judge fair play.

The teacher can run the film straight through and then discuss the eleven situations at the end. Or the film can be stopped after each situation and discussed as you go along.

After the Film

Children must be reminded that fairness and unfairness is not always a black and white situation. Sometime we do not have enough information. Sometimes both sides are foolish and create their own problems. Be careful to postpone a final judgment until you are sure you have gained enough information.

What do you think about a person who says "I never change my mind!"

Follow up activity

Using a library book on Origami make a bird or figure from the instructions

OR

Make up a list of your own fair-play situations and play the game in your class.

NOTES:

Lesson No. 10 A – Radha's Day. This film shows a day in the life of two East Indian sisters and their widowed father in the city of Madras. Some of the differences amaze the Canadian children but it gives the opportunity for an excellent dialogue.

Suggested Teaching Aids

Map of the world.
Canadian Children's Magazine #10
– The People of India Pages 20 – 25.
Make a poster using Sudha's words.
Canadian Culture Series #4 – East Indian Canadians.

NOTES:

Before Screening Film

Explore with map the three self governing states, India, Pakistan and Sri Lanka (Ceylon). Population 640 million compared with our 23 million.

Languages – 14 official languages compared with our 2.

Religions – Hindus, Muslems, Parsees, Jains, Christians, Sikhs.

1905-08 – Sikhs to B.C.
1951-70 – Many groups all across Canada
1970-? – Mostly refugees from Uganda
Today – 20,000 East Indian immigrants

After Screening Film

Discuss the interesting differences seen in the film.

- Early morning preparations in such a hot climate.
- The different breakfasts.
- Washing clothes.
- Planning to marry.
- Shopping in the market.
- Visit to a Hindu temple.
- After school and supper.

Read Sudha's Feelings

(Sudha's lived very close to where Radha lived in Madras. She came to Canada two years ago and went to North Vancouver High School. She was asked to tell the class the things she like the best and the things she liked the least about being a new Canadian. Her answer follows:)

"I think the thing we like the best is the freedom we find, especially for girls and women. In India my life was limited. I could only go to school and then go home and stay quietly in the house helping my mother. Boys have more freedom and fun and we envy them. But now in Canada I am learning to ride a bike and swim – and I hope to learn to skate and ski. My mother goes out to work. In Madras married women who work would be criticized and looked down upon.

Things I like the least is the insults you get from some kids (or you are ignored). Some kids kept hassling my friend and me about our brown (dirty) skins. We bathe everyday! I finally asked him if brown skin is so bad why do all the Canadian kids spend most of the summer on the beach trying to turn brown!"

Sudha Rajan

Lesson No. 10 B – Gurdeep Singh Bains. Gurdeep lives on a dairy farm in the Fraser Valley close to Vancouver. The family lives like most Canadians except he and his family are Sikhs and attend the temple every week. Gurdeep doesn't mind being a little different from his other classmates.

Suggested Teacher Aids

Map of the World and a photo of Guru Nanak (page 70) from Canadian Culture Series #4.

NOTES:

Before Screening the Film

Explain and discuss the five symbols the Sikh's have adopted:

1. Uncut hair covered by a turban for the men.
2. Silver bangle on the right hand wrist.
3. A comb to hold their hair in place.
4. A small dagger or kirpan worn under the clothes.
5. Military knee breaches under the clothes.

After Screening the Film

Many people seem uncomfortable about being different. Gurdeep seems proud of it. At Sherwood Park School I met a boy who was very proud about being Jewish. He told us a lot about his Jewish faith. Why do you think these two boys felt this way?

Gurdeep's mother had an arranged marriage. Do you know any other ethnic group in Canada that has arranged marriages? Do you think Gurdeep may have an arranged marriage?

What customs or traditions does your family practice that you consider quite different from other Canadian families? Do you enjoy them or not?

Related Activity

By far the most popular program is the one where we invite an East Indian visitor to talk to us in the class.

If this is not possible, a second best is to borrow from East Indian people a sari, a turban, and any other interesting material related to the Hindu or Sikh religion.

Lesson 11 A – Under the Rainbow (11 mins.) We can enrich our lives if we develop an open rather than a closed mind. That is the lesson to be learned from this clever animated film. The way people try to influence others is handled in a fascinating manner. Another puzzle film.

Suggested Teaching Aids

Make a chart or write on the blackboard Pearson's words that introduce the film.

NOTES:

Before Screening Film

Read the chart and make sure the children understand:

"peaceful interchange" and "mutually enriching each others lives"

Introduce the film as another puzzle film with a different sort of message. The clues that aid us are colours, music and shapes.

After Screening Film

With the help of the teacher go through the story of the film, putting in your own dialogue.

What is the artist saying to us when he has the yellow paint and blue dye fade away?

After they had peacefully exchanged each others plant and cassete, why did they turn green? Why later did they turn back to yellow and blue?

What do you think the artist might be saying to us by bringing in a third pink man?

Did you notice anything that all three men had in common. Why do you think the artist did that?

How many experiences can you tell when you accepted or did something you thought you would dislike and found you did enjoy it after all?

Has anyone enriched your life by sharing some new experience with you?

What is an open mind or a closed mind?

Lesson No. 11 B – I'll Find a Way. This Accademy Award winning film introduces us to Nadia de Franco and her many friends. Despite the fact that she and her schoolmates suffer severe handicaps, they sometimes seem active, if not more so, than their normal friends. She shares her likes and differences in a remarkably open manner.

Suggested Teaching Aids:

Canadian Children's Magazine #11
"Taking Everything in Her Stride"
Pages 16 – 18

NOTES:

Before Screening the Film:

- Pick out and read the more interesting excerpts from the article noted above.
- Tell the class any remarkable thing you have noticed with handicapped people. (e.g. one-legged skiers, etc.)
- Some people have to help themselves by using strange apparatus. Who do you think invents these?

After Screening the Film:

- Why do normal people seem to accept blindness with less surprise and shock than handicapped people with nervous disorders like Ricky and Nancy?
- What two things does Nadia dislike when she goes out with normal people?
- Why does she specially like Thelma and Sid and even Craig?
- Ramps are very important to the handicapped. Where do you see ramps in our city? Does Nadia think there are enough ramps?
- Nadia wants to go to a normal school. Do you think she will find a way? How?

Related Activity

End the eleven week course with a chat with the children about their ideas of likenesses and differences. Finish up with a good sing-song:

"Welcome, Welcome Emigrante"
"Seeds of Brotherhood"
"The Hammer Song"
"It Could Be a Wonderful World"
etc.

WHERE TO OBTAIN THE FILMS

National Film Board titles

Oddball
Beautiful Lennard Island
This is a Photograph
Pictures Out of My Life
Eskimo Artist Kenojuak
The Owl and the Lemming
Charley Squash Goes to Town
Kevin Alec
Tchou Tchou
Balablok
Neighbours
Kurelek
Matrioska
Veronica
The Hoarder
The Visit
My Friends Call Me Tony
Just One of the Boys
My Name is Susan Yee
Origami
Gurdeep Singh Bains
How Death Came to Earth
Under the Rainbow
Little Men of Chromagnon
I'll Find a Way

Films Which are not N.F.B.

1. **The Loon's Necklace**–*Crawley Films*
2. **Pysanka**–*Magic Lantern also, available at Provincial Education Media Centre (B.C.)*
3. **Home Free**–*International Tele-Film*
4. **Families Alike and Different**–*Churchill Films*
5. **The Fairness Game**–*Coronet Films*
6. **Radha's Day**–*Canadian Red Cross*

Representatives of these film companies are available in Vancouver and many other larger Canadian cities.

Images of the First 100 Years is an excellent slide presentation which is in the process of being made into a National Film Board film. It should be available in late 1979 or Spring 1980.

N.F.B. films are available from School District Libraries, Provincial Education Film Centres, Public Libraries, College and University Libraries, National Film Board Distribution Centres.

Necessary Reference Books for This Unit

I would suggest that two sets of inexpensive books would just about cover most of the necessary background reading for this course.

The Canadian Culture Series

1.	The Helping Hand	Alexander Mackenzie, Simon Fraser	$2.00
2.	When Strangers Meet	Europeans and Native Indians	2.00
3.	To the Promised Land	Ukrainians	2.00
4.	From Beyond the Western Horizon	East Indians	2.00
5.	East Meets West	Chinese in Canada	2.35
6.	From an Antique Land	Italians in Canada	2.35
7.	The Return of the Vikings	Scandinavians in Canada	2.35

Send cheque or M.O. to:

B.C.T.F. Lesson Aids Services,
105 – 2235 Burrard St.,
Vancouver, B.C.
V6J 3H9

The Canadian Children's Magazine

1. The Icelanders
2. The Chinese
3. The United Empire Loyalists
4. The Cree
5. The Hungarians
6. The Blacks
7. The Inuit
8. The French
9. The Ukrainians
10. The People of India
11. The Irish

and more to come!

Single copies $1.25
Four issues, 1 year $5.00
Eight issues, 2 years $9.00

Six weeks for delivery.

Send cheque to:

Canadian Children's Magazine
4150 Bracken Ave.,
Victoria, B.C.
V8X 3N8

A remarkably good magazine with many more excellent articles as well as the series listed here entitled, "The People"

See the individual lesson plans for further useful publications – most of which are available through libraries.

FILM REVIEW SHEET

A.

LESSON NO. _____ DATE _____

TITLE OF FILM: _____

THE PEOPLE IN THE FILM ARE _____

_____

THE FILM MADE ME FEEL _____

_____

THE PART I ENJOYED THE MOST WAS _____

_____

THE THING I LEARNED FROM THE FILM WAS _____

_____

I WOULD RATE THIS FILM: EXCELLENT, GOOD, FAIR, POOR

B.

TITLE OF FILM: _____

THE PEOPLE IN THE FILM ARE _____

_____

THIS FILM MADE ME FEEL _____

_____

THE PART I LIKED THE BEST WAS _____

_____

THE THING I LEARNED FROM THE FILM WAS _____

_____

I WOULD RATE THIS FILM: EXCELLENT, GOOD, FAIR, POOR.